Construction and Practice of Ideological and Political Education Paradigm of Integrated English Based on Production-Oriented Approach

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Abstract

Based on years of teaching practice of integrated English teachers of English major in CQUST, this study discusses how the paradigm, POA-based, of the ideological and political education is constructed in the teaching procedures and teaching implementation of integrated English Courses, and how it is implemented in Unit 14 The Great Minds of Integrated English I. This study aims to explore how to effectively integrate ideological and political education into the teaching and learning of integrated English Courses. The innovations of the teaching design are: achieving the purposes of language learning and ideological and political education by the integration of ideological and political education into the process of language learning, innovating the teaching methods according to the theme of this unit, cultivating students' ability by integrating the standard of "Golden Course" and constructing a multiple evaluation system to achieve the efficiency of ideological and political education. This teaching practice has proved that integrating ideological and political education into integrated English Courses can effectively change teachers' teaching concepts and improve teachers' ideological and political education ability, efficiently enhance students' learning motivation and improve students' learning of language and ideological and political education and effectively enhance students' cultural confidence and national pride.

Keywords

Integrated English Courses; Production-Oriented Approach (POA); Ideological and Political Education.

1. Introduction

In June 2020, the Ministry of Education of China issued the "Guidelines for the Construction of Ideological and Political Education in Higher Education Courses,"[1] explicitly requiring universities to scientifically plan the ideological and political education system of courses in accordance with their respective professional characteristics, and to promote the integrated development of ideological and political education and subject courses in an orderly and graded manner. In January 2018, the Ministry of Education also promulgated the "Teaching Standards for Undergraduate Majors in General Higher Education Institutions (Foreign Languages and Literatures)[2]" (commonly known as the "National Standards"), which specifically stipulated that the core literacy of foreign language disciplines should include four dimensions: "language proficiency, thinking quality, cultural character, and learning ability," with "thinking quality" and "cultural character" closely related to ideological and political education in foreign language courses[3].

The "National Standards" emphasize high standards for domestic and foreign language majors in terms of "knowledge requirements," requiring them not only to master foreign language

knowledge, foreign literature knowledge, regional and national knowledge, but also to be familiar with Chinese language and culture knowledge. In terms of "quality requirements," it is further proposed that students majoring in foreign languages should possess correct worldviews, outlooks on life, and values, have good moral qualities, strong feelings of patriotism and international perspectives, as well as possess a sense of social responsibility, humanistic and scientific literacy, spirit of cooperation, innovation, and basic discipline literacy.

Therefore, these requirements require foreign language teachers, when cultivating talents in foreign language disciplines, not only to emphasize the cultivation of students' basic language skills and comprehensive application abilities, but also to actively guide students to adopt an objective and dialectical attitude towards Western culture when they encounter the convergence and conflict of Chinese and Western cultures, aiming to cultivate students' cultural emotions and cultural confidence as the cultivation goals.

2. Analysis of the Current Situation of Ideological and Political Education in integrated English Teaching

2.1. The Necessity and Feasibility of Integrating Ideological and Political Education into integrated English Teaching

The integrated English course is not only a foundational course in the field of English studies but also falls within the category of core courses. Integrating ideological and political education into integrated English Teaching is both necessary and feasible[4].

Firstly, from the perspective of teaching objectives, the primary task of Integrated English Courses is to cultivate learners' integrated English application skills such as listening, speaking, reading, writing, and translation, while also emphasizing the understanding and application of vocabulary and grammar, as well as the cultivation of skills such as discourse analysis. In addition, it also undertakes the responsibility and obligation of cultivating learners' critical consciousness and establishing correct outlooks on life, values, and ideological character. This aligns with the educational goals and purposes of ideological and political education in both the country and the university.

Secondly, from the perspective of course hours, unlike other professional courses, the integrated English course has higher credits (generally four to six credits, while other professional courses are usually two credits) and longer total weekly hours. This provides sufficient time guarantee for the continuity and systematicness of ideological and political education in the integrated English course.

Furthermore, from the perspective of content, the integrated English course integrates knowledge with culture, covering various fields such as the relationship between human beings and the world, nature, and legal systems. The scope is quite extensive, and the unit themes are diverse. During the teaching process, teachers can flexibly use various teaching methods to cleverly integrate ideological and political elements into language teaching, thereby achieving the educational goal of ideological and political education.

Finally, in terms of classroom presentation, integrated English Teaching adopts diverse teaching models such as inquiry-based, heuristic, and project-based learning, and there are various types of classroom activities including discussions, speeches, and debates. This provides a good platform for conducting ideological and political education in foreign language courses.

In conclusion, integrated English Teaching not only has the obligation to improve cultural cognition and language expression abilities of English majors but also to cultivate students' critical thinking abilities and cross-cultural communication skills, guiding them to critically examine Western culture, form scientific values, and enhance their cultural identity and

confidence. Therefore, integrating ideological and political education into the integrated English curriculum is not only necessary but also feasible.

2.2. Problems in integrated English Courses

From the perspective of ideological and political education in the curriculum, there are several issues with the current integrated English courses:

Firstly, in terms of course objectives, the teaching requirements mainly focus on the cultivation of basic English language skills such as listening, speaking, reading, writing, and translation, emphasizing the imparting of language knowledge and the training of integrated English skills, but fail to fully highlight the humanistic nature of language. Therefore, there are omissions and inadequacies in setting ideological and political goals for the course, resulting in students lacking creativity, logical thinking, and the ability to research and solve problems, as well as the ability to use English as a medium to disseminate Chinese culture, express Chinese voices, and establish cultural confidence.

Secondly, in terms of teaching content, the texts used in integrated English courses are often taken from foreign literary originals, mainly showcasing Western cultural elements such as customs, religious beliefs, and values. In classroom teaching, teachers focus more on the analysis and appreciation of the content and Western culture of the texts, and less on Chinese cultural elements, leading to a lack of creativity in English majors to introduce Chinese stories in English and cross-cultural communication skills, as well as a lack of confidence in national culture. Therefore, there is an urgent need to change the neglect of Chinese culture.

Furthermore, in terms of integrating ideological and political education, teachers lack sufficient effort in exploring ideological and political elements in the curriculum, and the integration of ideological and political education content appears forced and unnatural, lacking integrity and organicity. This results in a lack of effective connection between the actual unit teaching themes and content of the course and the integrated ideological and political themes, leading to fragmented teaching content and a lack of coherence in the teaching process.

Lastly, in terms of teacher instruction, ideological and political education in the curriculum presents new challenges for integrated English teachers. Conducting ideological and political education requires teachers to possess a high moral realm, theoretical level, and ideological awareness. For foreign language teachers, integrating ideological and political education organically into language courses requires a high level of classroom organization ability, which is a challenging task. Conducting ideological and political education also requires teachers to invest more time in learning, put more effort into teaching preparation, and endure greater pressure during the teaching process, which may bring psychological difficulties and inconvenience in action to professional teachers.

3. Constructing the Paradigm of Ideological and Political Education in integrated English Curriculum

3.1. The Theoretical Framework of Ideological and Political Design in integrated English Curriculum

Based on the analysis above, the design of ideological and political education in integrated English curriculum is based on the POA, fully named "Production-Oriented Approach", a foreign language teaching theory proposed by the renowned Chinese scholar Professor Wen Qiufang in 2015[1]. It aims to address the issue of "separation of learning and application" in English education in China and possesses distinct Chinese characteristics. This theory focuses on the process and outcomes of language production, differing from traditional "input-oriented" teaching methods. The POA teaching philosophy, based on the "output-driven-input-enabled hypothesis," emphasizes the integration of language learning with practical application. It believes that "language production is not only the driving force for language acquisition but also the goal of language acquisition; language input serves as a means to facilitate the completion of current production tasks, rather than just a tool for cultivating comprehension skills and increasing receptive knowledge." This theoretical framework holds unique value in addressing the challenges faced in English teaching in China.
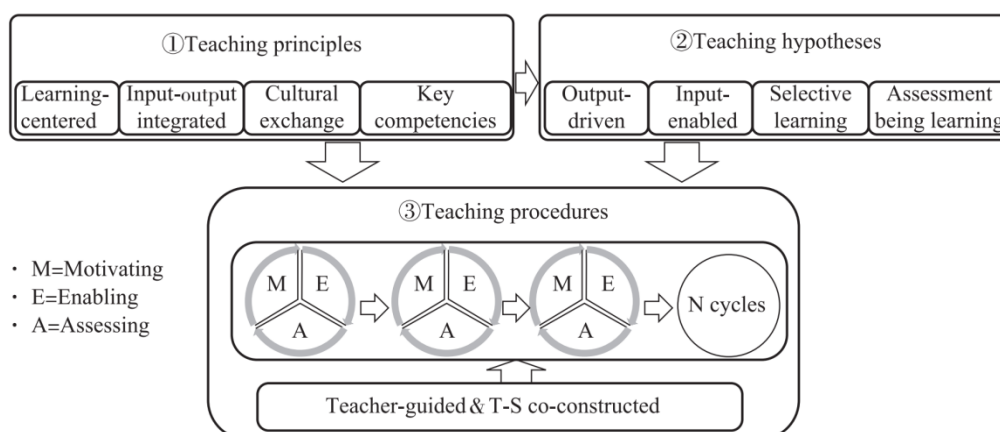

Figure 1. Wholistic POA system (Wen, 2018b) [1]

The teaching process of POA can be divided into three stages: Motivating, Enabling, and Assessing, as shown in Figure 1. Its teaching philosophy includes "learner-centeredness," "integration of learning and application," "cultural exchange," and "key abilities." This teaching method emphasizes placing students at the core of learning, integrating knowledge acquisition, skill development, critical thinking, and value shaping into a holistic framework. These elements are regarded as teaching drivers and objectives, and all teaching activities revolve around language objectives and personality development goals. This is consistent with the requirements of national curriculum ideological and political education to foster socialist successors with moral, intellectual, physical, aesthetic, and labor development. Furthermore, the POA teaching philosophy also emphasizes diversified and multi-channel assessment mechanisms, which help teachers and students to identify problems promptly and make adjustments and improvements, thereby promoting the effective achievement of teaching objectives.

3.2. Constructing the Paradigm of Ideological and Political Education in integrated English Courses Based on POA
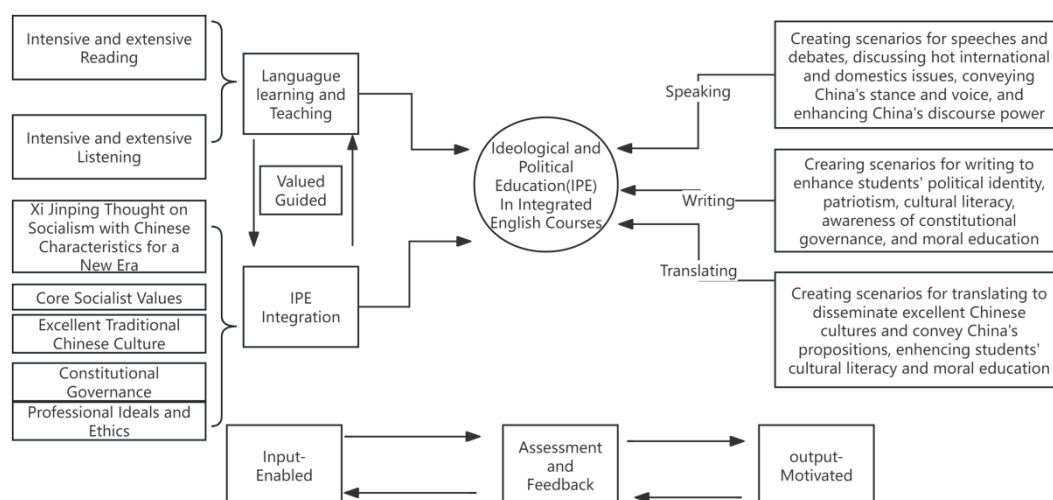

Figure 2. The paradigm of ideological and political education in integrated English courses based on POA

Based on the teaching philosophy and process of POA, the integrated English Teaching team has constructed the paradigm of ideological and political education in the integrated English courses (Figure 2). This paradigm places ideological and political education in the core of integrated English curriculum teaching, relying on input and output stages, exploring ideological and political elements in depth based on different themes, and integrating political identity, patriotism, cultural literacy, constitutional governance, and moral cultivation into it. Using language as a medium of communication and values as guiding principles, it aims to enhance students' integrated English language skills and ideological and political literacy. The specific steps of the teaching paradigm are as follows:

Firstly, in the motivating stage, teachers delve deep into ideological and political key points based on teaching content, clarify language learning objectives and ideological and political education objectives, create output environments including oral, writing, and translation contexts, and clearly define stage-specific learning goals and output tasks for students. By clarifying language learning and ideological and political objectives, students' targeted and goal-oriented learning motivation is stimulated in the input stage.

Secondly, in the enabling stage, based on students' learning conditions and output needs, teachers adapt and process input materials purposefully, incorporate ideological and political content related to unit themes, design various activities, and cultivate students' language skills and ideological and political literacy needed to complete output tasks. Teachers play the role of guides in this stage, providing support and guidance to students, and building an effective learning framework. Gradually, students understand and internalize language knowledge, language skills, and ideological and political key points through carefully designed enabling activities by teachers.

Thirdly, in the assessing stage, teachers assist students in formulating evaluation criteria for language learning and ideological and political education output tasks. In the driving and output stages, students conduct self-assessment, peer assessment, and teacher-student joint assessment, providing opportunities for mutual learning and reference, deepening understanding of text content and ideological and political materials. Through demonstration evaluation, teachers help students fully understand the meaning of language and ideological and political evaluation criteria, prompting students to improve purposefully and achieve output goals.

In summary, this teaching paradigm emphasizes comprehensive development in teaching objectives, covering unified objectives of knowledge, skills, and ideological and political literacy; in teaching content, through deep integration of ideological and political elements, language learning complements ideological and political education; in evaluation, adopting a diversified evaluation mode to ensure that ideological and political education runs through the entire process. The paradigm clearly emphasizes that output is not only a means but also the ultimate goal. Teachers need to pay attention to the quality of students' language output and also cultivate students' humanistic literacy, provide feedback on common and individual issues of students, and continuously improve the ideological and political quality of integrated English teachers themselves. In actual teaching, these three stages progress gradually, and evaluation is always integrated, ensuring that students can achieve the objectives of language learning and ideological and political education.

4. Practical Teaching of Ideological and Political Education in Unit 14 The Great Minds of Integrated English I[1] Based on POA

Based on the integrated English curriculum ideological and political education paradigm constructed above, this section will take the teaching design of Unit 14 The Great Minds in Integrated English I as an example to explore how to enhance students' integrated English application abilities while achieving educational goals.

This unit design includes six aspects: analysis of student background, exploration and setting of ideological and political education objectives, analysis of teaching focus and difficulties, introduction of teaching methods, implementation of teaching process, and evaluation criteria for teaching.

4.1. Analysis of Student Background

The target audience of this course is first-year students majoring in English. These students possess the following characteristics: they are enrolled in an applied technology-oriented institution, and their English proficiency is at an intermediate level. They have a solid knowledge foundation in grammar and vocabulary. However, they have some shortcomings in language expression, as well as critical and creative thinking abilities. Additionally, these students lack clear direction regarding their future career goals and pursuits, and they also lack a deep objective understanding of scientific spirit.

4.2. Ideological and Political Education Objectives

This course covers stories about two world-famous scientists, Louis Braille and Leonardo da Vinci, and their scientific achievements. Therefore, the overall ideological and political education objectives of this course are to inherit the glorious history of contemporary Chinese outstanding scientists by exploring the life stories of world-famous scientists and deeply understanding and practicing the scientific spirit embodied by Chinese scientists.

The teaching outcomes of this course are designed based on project-based learning. The project for this course is to introduce a contemporary Chinese famous scientist in the form of a short video by groups. This overall project is divided into three sub-projects: Sub-project 1: Creating the resume of the scientist being introduced; Sub-project 2: Narrating the scientist's story; Sub-project 3: Understanding the scientific spirit embodied by the scientist. These three sub-projects correspond to the three stages of teaching in this unit (Table 1).

The course content framework is divided into two major parts: Listening and Speaking, and Reading and Writing. Based on this foundation and in line with the overall ideological and political education objectives of the course, the author further optimizes and supplements the teaching content (Table 1), dividing the course into three key stages: Listening and Speaking,

Reading and Writing, and Creative Thinking Training. The ideological and political education objectives for each stage are as follows (Table 1):

Table 1: Ideological and Political Education Objectives Setting

Teaching Stage	Teaching Materials		Teaching Objectives	
	Textbook Content	Additional Materials	Language Proficiency Objectives	Ideological and Political Education Objectives
Stage 1: Listening and Speaking How to Create a Scientist's profile?	1. Oral Expression: Conversation and Speech 2. Listening Practice: What are they for?	Micro-lesson: How to Create a Professional Profile that Will Stand Out?	1. Understand the components and structure of a personal profile; 2. Create a resume for a Chinese scientist and plan their career goals.	By establishing the resume of great Chinese scientists, inspire students to emulate their noble ideals of serving the people and the country, and closely link their future career plans with the grand goals of the Chinese Dream.
Stage 2: Reading and Writing How to Tell a Scientist's Story	Text 1: Louis Braille Text 2: Scientist Leonardo da Vinci	Micro-lesson: Planning & Writing a Narrative.	1. Understand the elements and structure of narrative articles. 2. Clearly and logically narrate the stories of Chinese scientists based on task narrative structures.	Through narrating the research achievements of outstanding Chinese scientists, cultivate students' ability to tell Chinese stories in English.
Stage 3: Creative Thinking Training How to Understand the Scientist's Spirit		Text: Promoting Scientific Spirit to Cultivate Scientific Culture.	1. Understand the meaning and components of scientific spirit; 2. Narrate the scientific spirit embodied by Chinese scientists.	By evaluating the scientific spirit displayed by outstanding Chinese scientists, teach students to understand and appreciate the scientific values embodied by scientists, and apply these values to their own learning and research.

Firstly, in terms of listening and speaking, by establishing the resumes of great Chinese scientists, students are inspired to take them as role models, instilling in them the noble ideals of serving the people and contributing to the country. This encourages students to closely align their personal career plans with the grand goals of the Chinese Dream. Secondly, in reading and writing, through narrating the research achievements of outstanding Chinese scientists, students' ability to narrate Chinese stories in English is cultivated. Lastly, in creative thinking training, by evaluating the scientific spirit displayed by outstanding Chinese scientists, students are taught to understand and appreciate the scientific values embodied by scientists. They are encouraged to apply these values to their own learning and research, contributing their youthful passion to the great rejuvenation of the Chinese nation.

4.3.   Teaching Focus and Difficulties

The core objective of this course is to teach students how to construct personal resumes, cultivate their narrative skills with organization and logic, and enhance their critical and creative thinking. The teaching difficulties lie in effectively integrating the ideological and political education objectives into language teaching. Specifically, challenges include guiding students to interconnect their personal development with the realization of the Chinese Dream while discussing their personal interests and hobbies and writing scientist resumes; guiding students to improve their ability to narrate Chinese stories in English during the process of narrative writing; and guiding students to deeply understand and practice the scientific spirit during creative thinking training.

4.4.   Teaching Methods

The teaching methods in this unit integrate the pedagogical approaches of Production-Oriented Approach (POA), Project-Based Learning (PBL), and Blended Learning and Teaching (BLT) into a cohesive teaching philosophy. Within this framework, the Production-Oriented Approach provides the overall framework for teaching in this unit, while Project-Based Learning supports the driving force and output design of the teaching. Additionally, the blended learning approach, based on both online and offline learning through learning platforms, ensures the effective facilitation of the teaching process and the assurance of learning outcomes.

4.5.   Implementation of Teaching

The three stages of teaching implementation correspond to the outcomes of the three sub-projects (Table 2). These three stages are interconnected, building on each other, and collectively serving the overall project. According to the teaching philosophy of POA, each teaching stage is divided into three teaching processes: motivating, enabling, and assessing. Evaluation is integrated throughout the entire teaching process.

Table 2 Teaching Procedures

Stages	Motivating	Enabling	Assessing
Stage 1	Students collect information and attempt to create a personal English resume for a scientist.	1. Introduction: Discuss students' interests and career plans and create personal resumes. 2. Listening Training: Learn the structure, layout, and content of personal resumes through a micro-lesson. 3. Speaking Training: Role-play game of scientist interviews. 4. Homework: Polish and submit scientist profiles, receive peer and teacher feedback. 5. Reflection: Reflect on language skills and ideological gains.	1. Formative Assessment: Classroom discussions, questioning, post-class reflections. 2. Summative Assessment: Evaluation of the quality of completion of Project 1: Creating a Scientist's Profile.
Stage 2	Students write a narrative essay about a scientist's scientific achievements.	1. Introduction: Pre-class discussion questions. 2. Rapid Reading: Quickly read the text to identify story elements. 3. Structure Analysis: Understand narrative structure and writing methods guided by questions. 4. Close Reading: Understand and apply vocabulary and sentence structures from the text. 5. Homework: Polish and upload stories of scientists' scientific achievements. 6. Reflection: Submit reflections on language learning and personal development on the learning platform.	1. Formative Assessment: Classroom discussions, questioning, post-class reflections. 2. Summative Assessment: Evaluation of Project 2: outcomes and exercises.
Stage 3	Students evaluate the scientific spirit of a scientist based on their understanding.	1. Introduction: Question-driven, students answer questions regarding scientific spirit. 2. Exploration of Scientific Spirit: Understand the connotations and elements of scientific spirit through reading materials. 3. Homework: Reevaluate the scientific spirit of scientists and provide supporting evidence.	1. Formative Assessment: Classroom discussions, questioning, post-class reflections. 2. Summative Assessment: Evaluation of Project 3: outcomes.

4.6. Teaching Evaluation

The evaluation of the ideological and political education effects of the course is divided into two criteria for each stage (Table 3). The evaluation of ideological content is categorized into explicit and implicit assessments. The explicit evaluation is implied in the students' learning

summaries and reflections at the end of each stage of teaching, while the implicit evaluation is embedded in the content of student achievement reports.

Table 3 Project Evaluation Criteria

Stage	Evaluation Criteria	Description
Stage 1: Listening and Speaking	Students can clearly introduce the selected scientist's resume, including key events, achievements, etc.	Evaluate whether students can fluently and accurately describe the selected scientist's personal experiences, achievements, and contributions using fluent and accurate language.
	Students can relate their personal career plans to the spiritual concepts of the selected scientist.	Evaluate whether students can integrate their future career plans with the service spirit and national sentiments of the selected scientist, demonstrating identification and adherence to the scientist.
Stage 2: Reading and Writing	Students can vividly narrate the scientific achievements story of the selected scientist.	Evaluate whether students can vividly and coherently narrate the scientific achievements of the selected scientist, including scientific discoveries, innovative results, etc.
	Students can narrate the stories of outstanding Chinese scientists in English.	Evaluate whether students can narrate the stories of outstanding Chinese scientists accurately and appropriately in English, demonstrating language proficiency.
Stage 3: Creative Thinking Training	Students can understand and appreciate the scientific values embodied by scientists.	Evaluate whether students can understand and appreciate the scientific values embodied by scientists, including exploration of truth, innovation, and social dedication.
	Students can apply the scientific spirit of scientists to their own learning and research.	Evaluate whether students can apply the scientific spirit learned from scientists to their own learning and research, demonstrating identification with and commitment to the scientific cause.

The evaluation mode for project assessment is mutual evaluation between teachers and students, with the specific process as follows: 1. After the group projects are completed, they are submitted on the learning platform; 2. Each group receives feedback through mutual evaluation between teachers and students; 3. Each group continues to improve their project outcomes based on the feedback received; 4. Each group resubmits their project outcomes on the learning platform; 5. Each group receives project scores based on the final mutual evaluation results between teachers and students.

5. Reflection on Ideological and Political Education in Unit 14 The Great Minds of Integrated English I Based on POA

5.1. Cultivating Autonomous Learning Abilities

Based on the Ideological and Political Education in Integrated English Courses using POA, teachers should assist students in establishing a new learning concept to enhance the autonomous learning abilities of English majors. Tasks based on output are often challenging and effectively stimulate learners' motivation to learn. However, to achieve better learning outcomes, students need to have strong awareness and ability for autonomous learning. It is

required that students can master knowledge and skills through autonomous learning processes and achieve teaching objectives through innovative autonomous learning methods. Only in this way can integrated English teaching achieve the purposes of ideological and political education and language learning.

5.2. Improving the Teaching Evaluation Mechanism

Teachers should intensify the process assessment of students, which can comprehensively evaluate students based on their classroom learning, autonomous learning situations, homework completion, attendance, and combined examination results. Evaluation forms should include, but not be limited to, self-assessment, peer assessment, and teacher assessment. Additionally, dynamic and diverse assessment methods should be incorporated to more accurately reflect students' learning achievements, maintain enthusiasm for continuous learning, and witness the process of students' growth. Only in this way can the integration of Production-Oriented Approach (POA) and Project-Based Learning (PBL) promote the teaching objectives of ideological and political education in authentic English teaching.

5.3. Integrating Language and Ideological Education Objectives

The best way to enhance students' ideological and political capabilities is not through lecturing or inundation but through exploration. By integrating the outcomes of each unit with ideological and political education, students can elevate their personal qualities while improving their language skills. Embedding ideological and political education into students' integrated English skills training and application is subtle and imperceptible. Only in this way can students develop a love for learning, find joy in learning, and become proficient learners, thereby achieving the goals of ideological and political education and language skill enhancement.

6. Innovation in Ideological and Political Education in Integrated English Courses Based on POA

6.1. Integrating Ideological and Political Education into Language Learning, Emphasizing Dual Threads

Ideological and political content permeates throughout the language learning content of the entire chapter, integrating seamlessly with the chapter's learning content and language learning objectives. For example, in this lesson's task setting of "introducing a great contemporary Chinese scientist through video," students first, in the listening and speaking section, explore the scientist's hobbies and career plans during their youth by creating a scientist profile. From this, they learn to cultivate their own interests, aspire to lofty goals, and courageously pursue their dreams, embodying the spirit of serving the country. Secondly, in the reading section, students narrate the scientist's great scientific achievements based on the narrative structure of the text, as well as the background and impact of these achievements. This guides students to learn about the hardships and efforts the scientist endured in pursuing scientific truth and scaling the peaks of science, as well as the fearless spirit they embodied towards society, the nation, and the people. Finally, in the creative thinking training section, students are required to creatively interpret the scientific spirit embodied by the scientist based on their research findings. They are guided to appreciate and practice the scientific spirit in their learning and research endeavors.

6.2. Innovative Teaching Methods Centered Around Unit Themes

The teaching philosophy of POA, the outcome-based tasks of PBL, and the instructional implementation of BLT enable both students and teachers to clearly define the output tasks, evaluation criteria, and teaching activities before conducting the teaching. Throughout the

entire learning process, the teaching philosophy of POA allows students to understand their learning output tasks and goals at each step, ensuring clarity and purposefulness. The output tasks of PBL also enable teachers to design and integrate course materials based on output objectives, evaluation criteria, and sub-target tasks, thus preparing scaffolding for students effectively. The instructional implementation of BLT allows students to optimize their output tasks from language and structure, as well as thought and content, based on teacher guidance through both online and offline autonomous learning. It also provides a platform for peer and self-assessment, facilitating collaborative completion of the learning objectives of this course for both students and teachers.

6.3. Cultivating Student Abilities, Incorporating the Standards of Golden Courses

Throughout the entire process of cultivating student abilities, the ideological and political education in the integrated English curriculum incorporates the standards of golden courses. Specifically, the advanced level is reflected in the organic integration of knowledge and skills development with students' quality cultivation in teaching. By confirming output achievements, clarifying evaluation criteria, and establishing learning tasks in a step-by-step manner, students' language comprehensive abilities to solve complex problems and their high-order thinking in cross-cultural communication are cultivated through intensive reading and practice. Innovation is manifested in teaching by combining the teaching objectives and tasks of this course, creatively allowing students to narrate China's own stories based on their acquired knowledge and skills, guiding students to understand the essence of scientific spirit, and practice it by striving hard and establishing lofty personal ideals. The challenge lies in adopting a blended teaching approach combining online and offline methods and formative assessment methods, requiring students to actively participate and diligently study in order to achieve a sense of achievement in improving their abilities and qualities.

6.4. Ensuring the Effectiveness of Ideological and Political Education in the Curriculum, Constructing a Diverse Evaluation System

In order to ensure the practical implementation of ideological and political education in the integrated English curriculum and to help professional teachers understand the teaching effectiveness of ideological and political education in the curriculum and comprehensively assess the implementation and practical effects of the integrated English curriculum, the team of teachers will integrate formative assessment with summative assessment. The evaluation system incorporates ideological and political content and adds ideological dimensions to the existing evaluation framework for comprehensive language knowledge and skills. The team actively constructs a multi-dimensional, multi-angle, and multi-category evaluation system, increasing the proportion of formative assessment to 50% of the total grade. A combined online and offline evaluation mode, with mutual evaluation between teachers and students, will be established based on the school's online teaching platform, Learning Pass. This approach allows assessment of students' language proficiency and integrated English application abilities, as well as examination of English majors' knowledge structure, critical thinking abilities, and humanistic qualities. Evaluation methods include end-of-term examinations, as well as regular assignments, classroom discussions, book reports, and presentations, ensuring assessment of students' performance both in and out of class.

7. The Effectiveness of Ideological and Political Education in the Integrated English Curriculum Based on POA

Practice has shown that the ideological and political education in the integrated English curriculum based on POA has yielded significant results. The main manifestations include:

7.1. Effectively Transforming Teachers' Teaching Concepts and Enhancing Teachers' Ability in Ideological and Political Education in the Curriculum

In the implementation of the integrated English curriculum based on POA (where ideological and political content runs through the entire teaching process), teachers' educational and political literacy, as well as their theoretical understanding, have continuously improved, and their professional capabilities have also been enhanced. This is specifically reflected in several aspects:

Firstly, the evolution of teaching methods. The integration of language learning objectives with ideological and political objectives compels integrated English teachers to move away from traditional comprehensive skill training objectives such as listening, speaking, reading, writing, and translation, and instead adopt teaching methods centered around values, language as a medium, and outcome orientation.

Secondly, changes in teaching modes. The teaching mode has shifted from being teacher-dominated, with the teacher as the primary knowledge transmitter, to a mode where the teacher serves as a guide, facilitating a collaborative knowledge-building process between teachers and students.

Thirdly, the transformation of the teaching process. The integrated English classroom has evolved from a teacher-led mode of language knowledge transmission to a student-centered mode, emphasizing student autonomy and self-reflection. Throughout the teaching process, teachers not only focus on cultivating basic language skills but also actively enhance their own political literacy, integrating course content with social issues, international affairs, and other relevant topics, guiding students to engage in creative and critical thinking.

7.2. Effectively Enhancing Students' Learning Motivation and Improving Their Language and Ideological Learning Effectiveness

The ideological and political education in the integrated English curriculum based on POA emphasizes the central role of students in learning. Students transition from passive learners to active participants and producers of outcomes. In this process, students are endowed with complete autonomy, and their sense of ownership of learning is significantly enhanced. Furthermore, emphasizing outcome-oriented teaching clarifies the goals and direction of integrated English learning, providing students with clear objectives and direction, thereby enhancing their learning motivation and effectiveness. Specifically, in terms of language, teachers provide students with materials related to ideological themes and outcome production based on the unit's requirements. They design corresponding vocabulary and syntax activities to enhance students' learning outcomes in vocabulary and grammar. During the outcome production phase, teachers require students to apply the vocabulary and grammar they have learned to their presentations, cultivating their ability to apply theory to practice. Secondly, in terms of critical thinking, teachers collect current domestic and international hot topics from authoritative national journals such as China Daily, compile lecture notes, and require students to conduct group discussions outside of class and present them in class, effectively enhancing students' critical thinking skills. Finally, in terms of ideological education, teachers continuously explore the Chinese elements involved in the content of the teaching materials, integrating these elements into the teaching content through activity design. Students not only learn foreign language vocabulary related to Chinese elements but also deepen their understanding of Chinese social customs, social and political systems, and socialist core values through language expression.

7.3. Effectively Enhancing Students' Cultural Confidence and Strengthening Their National Pride

In the design and implementation of ideological and political education in the integrated English curriculum based on POA, the primary consideration is the outcome-oriented design method coupled with input facilitation, emphasizing the educational philosophy of value guidance. We thoroughly explore the rich ideological and political education resources inherent in professional courses, focusing on cultivating students' competence in five aspects: political identity, patriotism, cultural literacy, constitutional governance, and moral cultivation, to promote their cultivation of an international perspective and patriotism. Secondly, in classroom teaching, we incorporate Chinese cultural elements to guide students in gaining a deeper understanding of Chinese culture. This helps improve students' ability to vividly narrate Chinese stories using their integrated English language skills, thereby enhancing their cultural confidence, national pride, and awareness of and responsibility for serving national development. Some students actively participate in activities involving video or written documentation of Chinese culture and storytelling, even winning first prizes at the provincial level. What's more inspiring is that some students choose to work in remote mountainous areas after graduation, actively participating in poverty alleviation efforts and earning widespread praise from society.

8. Conclusion

This article mainly discusses the production-oriented approach adopted by the English major integrated English Teaching team at our university, combined with the teaching philosophy of production-oriented approach (POA), to construct the paradigm of ideological and political education in integrated English courses from the perspective of teaching steps and implementation. Meanwhile, taking Unit 14 The Great Minds of Integrated English I as a case study, the article elaborately designs the case of ideological and political education in curriculum, aiming to explore how to organically integrate ideological and political education into integrated English Teaching. Actual practice has shown that within the framework of production-oriented education, integrating ideological and political education into various stages of teaching, including motivation, facilitation, and evaluation, is not only feasible but also necessary. This integrated approach can effectively address the multiple challenges faced by ideological and political education in integrated English courses, thus achieving excellent teaching results.

Acknowledgment

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